



## Mossy Creek Elementary

421 West Five Notch Road  
North Augusta, SC 29841

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	709 Students	
<b>Principal</b>	Rose S Marshall	803-442-6090
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Dr. Christine Sanders	803-663-1703

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	Below Average
2006	Average	Good
2005	N/A	N/A
2004	N/A	N/A

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

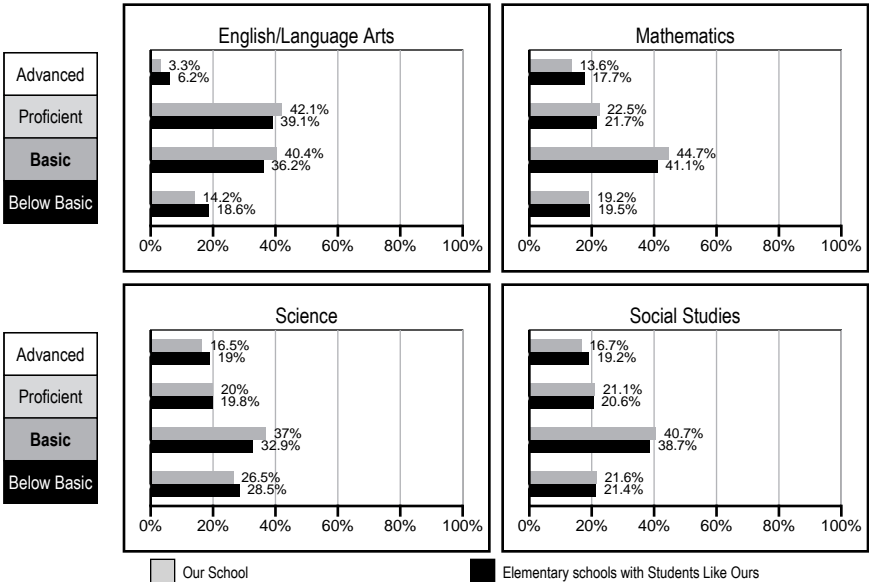
94.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	13	63	10	1

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=709)</b>				
First graders who attended full-day kindergarten	76.9%	Down from 91.7%	100.0%	100.0%
Retention rate	4.9%	Down from 5.3%	2.2%	2.3%
Attendance rate	95.9%	Up from 95.6%	96.3%	96.3%
Eligible for gifted and talented	10.1%	Down from 13.2%	12.3%	10.4%
With disabilities other than speech	5.9%	Up from 3.9%	7.8%	7.5%
Older than usual for grade	1.1%	Down from 1.4%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=50)</b>				
Teachers with advanced degrees	56.0%	Up from 54.3%	55.8%	56.7%
Continuing contract teachers	70.0%	Down from 76.1%	78.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.3%	86.4%
Teacher attendance rate	93.5%	Down from 95.0%	95.1%	94.9%
Average teacher salary	\$45,891	Up 3.3%	\$45,250	\$45,345
Professional development days/teacher	6.2 days	Down from 9.5 days	12.1 days	12.6 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	14.6 to 1	Down from 18.4 to 1	19.2 to 1	18.5 to 1
Prime instructional time	88.4%	Down from 89.5%	90.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,287	Up 10.4%	\$6,434	\$7,052
Percent of expenditures for instruction*	74.3%	Down from 74.6%	69.8%	69.1%
Percent of expenditures for teacher salaries*	68.5%	Down from 68.6%	65.1%	64.2%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Since Mossy Creek Elementary opened its doors in August 2005, the increase in enrollment and the diversity of student populations prompted us to add additional programs to help meet student needs. Our schoolwide discipline plan incorporates teaching character traits and educating students about what behaviors are expected to create an environment focused on learning. Having teacher’s present classroom lessons about each attribute (Safety, Thoughtful, Accountable, and Respectful) has enabled us to cut discipline office referrals by 30%.

Academically, Mossy Creek provides programs including Early Literacy Intervention, afterschool tutoring for grades two through five, summer programs for 5K through fifth grade, the Literary Club, Literary Magazine, the Accelerated Reader Program, Science and Math Days, Write Night, visiting authors focused on the writing process and illustration methods, the Mossy Mail Service, and our technology labs. Programs and events that enhance character and personal development include DARE, Service Learning, Student Council, Diversity Day, Career Day, Character Education, Red Ribbon Week, Field Day, Spirit Nights, Jump Rope Team, Chorus, Pep Squad, Art Club, Jump Rope for Heart, School Carnival, and Safety Patrol. Mossy Creek also has afterschool care and a summer camp program for enrichment in character and personal development and all academic areas.

For improvements in PACT scores, Mossy Creek received a 2005–2006 Palmetto Silver Award from the State Department of Education. Highlight scores for 2006-2007 include 86.6% of third graders scoring Basic or above in Math and 89.3% in English Language Arts (ELA). 73.8% of fourth grades scored Basic or above in Math and 74.6% in ELA. 83.6% of fifth graders scored Basic or above in Math and 84.5% in ELA. The majority of these scores were at or above district and state averages. By using MAP computer assessment and differentiated instructional strategies, Mossy Creek will be able to assess student needs quickly and address them to achieve higher scores and levels of achievement.

Our future goals are to meet and/or exceed district and state averages especially in the area of Reading and to prepare students to become productive citizens and life-long readers and learners.

Rose S Marshall, Principal  
Rachael Pugh, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	100	81
Percent satisfied with learning environment	97.3%	70.0%	70.5%
Percent satisfied with social and physical environment	100.0%	84.7%	76.3%
Percent satisfied with school-home relations	94.6%	92.0%	62.8%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 16 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	322	99.1	13.7	40.7	42.3	3.3	59	49.8	48.2	Yes	Yes
Gender											
Male	179	98.3	17	41.8	37.6	3.6	52.7	43.8	41.7	N/A	N/A
Female	143	100	9.6	39.3	48.1	3	66.7	56.3	55	N/A	N/A
Racial/Ethnic Group											
White	177	98.9	7.1	37.1	51.8	4.1	68.2	59.8	60	Yes	Yes
African American	135	99.3	22.5	45.8	29.2	2.5	45.8	33.8	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	39.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	47	I/S	I/S
Disability Status											
Disabled	26	92.3	73.9	13	13	0	13	15.2	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	43	36.9	I/S	I/S
Socio-Economic Status											
Subsidized meals	157	99.4	21.4	48.6	29.3	0.7	47.1	35.8	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	322	99.7	18.9	44.7	22.8	13.6	47.7	46.9	45.8	Yes	Yes
Gender											
Male	179	99.4	16.8	47.9	21	14.4	49.1	47.9	45.6	N/A	N/A
Female	143	100	21.5	40.7	25.2	12.6	45.9	45.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	177	99.4	13.5	38.6	28.7	19.3	58.5	57.2	59	Yes	Yes
African American	135	100	24.8	53.7	15.7	5.8	33.9	29.7	26.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	78.3	71.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	62.5	46.2	I/S	I/S
Disability Status											
Disabled	26	100	48	44	8	0	16	15.8	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	42.9	38.7	I/S	I/S
Socio-Economic Status											
Subsidized meals	157	99.4	27.9	50	18.6	3.6	32.9	32.8	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	215	98.1	24.9	37.6	20.8	16.8	37.6	34.1	35.7	95.9	95.9
Gender											
Male	123	98.4	22.8	40.4	19.3	17.5	36.8	36.6	37.4	95.9	95.8
Female	92	97.8	27.7	33.7	22.9	15.7	38.6	31.3	33.8	95.9	96.1
Racial/Ethnic Group											
White	116	97.4	13.8	33	26.6	26.6	53.2	45.2	49.2	95.8	95.9
African American	92	98.9	37	43.2	14.8	4.9	19.8	16.4	17	96	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	55.9	58	95.6	97.6
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	24	24.9	95.9	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.8	37.4	99.9	95.8
Disability Status											
Disabled	20	80	66.7	20	6.7	6.7	13.3	12.8	14	95.6	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.5
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	28	24.4	96	96.5
Socio-Economic Status											
Subsidized meals	104	97.1	33.3	44.4	14.4	7.8	22.2	20.4	21.1	95.1	95.2

Social Studies

All Students	217	97.2	19.2	41.9	21.7	17.2	38.9	30.3	34	95.9	95.9
Gender											
Male	114	96.5	17.8	39.6	21.8	20.8	42.6	33.8	36.6	95.9	95.8
Female	103	98.1	20.6	44.3	21.6	13.4	35.1	26.5	31.3	95.9	96.1
Racial/Ethnic Group											
White	122	96.7	10.4	40.9	27	21.7	48.7	38.6	44.5	95.8	95.9
African American	91	97.8	29.1	45.6	15.2	10.1	25.3	17	19.1	96	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.1	58.9	95.6	97.6
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	20.3	27.5	95.9	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.3	32.7	99.9	95.8
Disability Status											
Disabled	12	50	33.3	50	16.7	0	16.7	10.7	14.4	95.6	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.5
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	23.9	27.3	96	96.5
Socio-Economic Status											
Subsidized meals	108	97.2	28	48.4	12.9	10.8	23.7	18.6	21	95.1	95.2

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	112	100	9.8	25.5	61.8	2.9	64.7
	4	126	100	25	43.3	30.8	0.8	31.7
	5	118	100	13	43.5	40.7	2.8	43.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	103	99	8.3	27.1	57.3	7.3	64.6
	4	111	100	13.6	44.7	40.8	1	41.7
	5	108	98.2	18.8	49.5	29.7	2	31.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	112	100	11.8	56.9	21.6	9.8	31.4
	4	126	100	25.8	41.7	20	12.5	32.5
	5	118	100	14.8	51.9	15.7	17.6	33.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	103	100	18.6	47.4	18.6	15.5	34
	4	111	100	16.5	38.8	28.2	16.5	44.7
	5	108	99.1	21.6	48	21.6	8.8	30.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	56	100	24.5	50.9	15.1	9.4	24.5
	4	126	100	39.2	34.2	15	11.7	26.7
	5	62	100	34.5	40	10.9	14.5	25.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	51	100	31.3	29.2	33.3	6.3	39.6
	4	111	97.3	17	41	20	22	42
	5	53	98.1	34.7	38.8	10.2	16.3	26.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	56	100	16.3	51	22.4	10.2	32.7
	4	126	100	25	48.3	10.8	15.8	26.7
	5	58	100	19.6	37.3	21.6	21.6	43.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	52	100	6.1	46.9	32.7	14.3	46.9
	4	111	96.4	22.2	41.4	19.2	17.2	36.4
	5	54	96.3	26	38	16	20	36
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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